



SC Annual School Report Card Summary

Greg Mathis Charter High

Charleston

Grades: 9-12

Enrollment: 83

Principal: Franklin Cleveland

Superintendent: Dr. Nancy J. McGinley

Board Chair: Mr. Hillery Douglas

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	At-Risk	Below Average	TBD	Not Met	N/A
2007	At-Risk	N/A	N/A	Not Met	N/A
2006	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT 1	GOOD 4	AVERAGE 3	BELOW AVERAGE 5	AT-RISK 8
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* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are High Schools with poverty indices of no more than 5% above or below the index for this school.

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2007	2008	2007	2008
Passed 2 subtests (%)	5.9%	20.0%	60.8%	60.7%
Passed 1 subtest (%)	58.8%	20.0%	21.2%	16.3%
Passed no subtests (%)	35.3%	60.0%	21.4%	23.8%

HSAP PASSAGE RATE (%) BY SPRING 2008

	Our High School	High Schools with Students Like Ours
	60.0%	78.0%

ON-TIME GRADUATION RATE

	Our High School	High Schools with Students Like Ours
Number of students	34	82
Number of Diplomas	1	54
Rate (%)	2.9%	54.5%

END OF COURSE TESTS - 2008

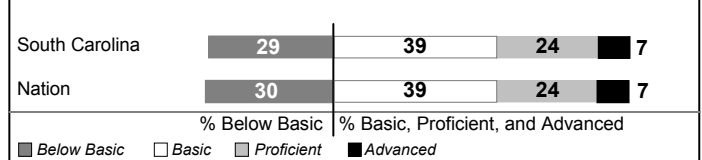
% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	13.6%	55.9%
English 1	17.5%	37.5%
Physical Science	12.5%	26.4%
All Tests	15.4%	42.6%

NAEP PERFORMANCE*

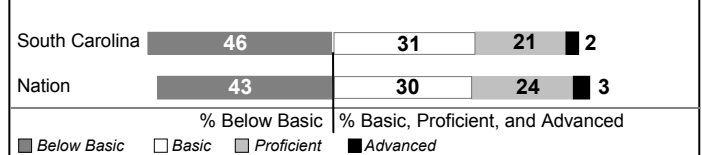
* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



MATH – GRADE 8 (2007)



SCIENCE – GRADE 8 (2005)



SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Greg Mathis Charter High [Charleston]

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=83)				
Retention rate	29.7%	Up from 26.0%	12.4%	6.1%
Attendance rate	84.9%	Up from 80.7%	94.2%	95.0%
Eligible for gifted and talented	0.0%	No Change	1.7%	8.3%
With disabilities other than speech	6.5%	Up from 4.2%	15.7%	13.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	20.5%	Up from 17.3%	1.8%	1.5%
Enrolled in AP/IB programs	0.0%	N/R	1.2%	11.4%
Successful on AP/IB exams	N/A	N/A	N/A	54.3%
Eligible for LIFE Scholarship	25.0%	N/R	21.7%	30.5%
Annual dropout rate	36.8%	Down from 114.0%	2.4%	3.5%
Career/technology students in co-curricular organizations	0.0%	N/A	2.9%	3.1%
Enrollment in career/technology courses	6	Down from 28	262	559
Career/technology students attaining technical skills	66.7%	Up from 54.2%	77.2%	79.6%
Teachers (n=8)				
Teachers with advanced degrees	50.0%	No Change	56.7%	57.4%
Continuing contract teachers	50.0%	No Change	57.1%	69.6%
Teachers with emergency or provisional certificates	0.0%	No Change	19.1%	8.7%
Teachers returning from previous year	83.3%	No Change	78.6%	85.0%
Teacher attendance rate	100.0%	No Change	94.9%	95.4%
Average teacher salary	N/A	N/A	\$43,632	\$46,061
Classes not taught by highly qualified teachers	34.3%	Down from 86.8%	10.2%	4.3%
School				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	13.4 to 1	Down from 29.1 to 1	17.5 to 1	25.4 to 1
Prime instructional time	84.9%	Up from 80.7%	86.4%	89.1%
Dollars spent per pupil*	N/A	N/A	\$9,701	\$7,279
Percent of expenditures for teacher salaries*	N/A	N/A	51.7%	55.3%
Percent of expenditures for instruction*	N/A	N/A	61.4%	60.8%
Opportunities in the arts	Poor	No Change	Good	Excellent
SACS accreditation	No	No Change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Average	Average
% of AYP objectives met	0.0%		69.2%	90.5%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	0	0	0
Percent satisfied with learning environment	N/R	N/R	N/R
Percent satisfied with social and physical environment	N/R	N/R	N/R
Percent satisfied with school-home relations	N/R	N/R	N/R

*Only students at the highest high school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Under a new administration and a new foundation for academic success, the Greg Mathis Charter School will begin the 2008-2009 school year with the following mission: "To prepare our students in a comprehensive, professional, and nurturing environment, utilizing the discipline of education to compete competently at all levels of social, political, educational, and career opportunities in their community and beyond."

Our philosophy of education is grounded on the principle that the way we educate affects the possibility of morality, the ability to listen to others, the ability to work, enthusiasm for work, the capacity to make decisions, the capacity to reason, conceptual ability, and the capacity for selflessness. Therefore, how we educate will determine whether we can direct our own lives and whether or not we can work effectively with others throughout life.

We believe that we can most effectively facilitate the expression of students' potential when we see them not solely or primarily as intellects, but with a developmentally appropriate, balanced approach to education that integrates a comprehensive curriculum, while also providing an antidote to violence, alienation, and cynicism. The aim of the education is to inspire in each student a lifelong love of learning and to enable the student to fully develop his or her unique capacities.

Barriers include lack of leadership, organization, and administrative competence; the absence of community support; and district understanding of how to engage developing students with diverse environmental, socio-economic, and cultural backgrounds. We intend to and will set this school apart and raise the academic bar and learning standards.

Our new administration is dedicated to the administrative Reorganization: clearly delineated operational structure, implementation of management by objective protocol, systematic review and adjustment of goals and objectives, and quantitative and quantifiable benchmarks for the entire GMCHS community.

GM's curriculum is designed to expose the student to the world beyond the classroom through essential communication, reading and writing skills, the capacity of endless inquiry, the desire for continued learning, multilingual immersion, and musical education.

Franklin W. Cleveland, Interim Director
Cherron M. Swinton, MA SIC

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